



**SHERBORNE HOUSE  
SCHOOL**

## Behaviour Policy

This policy applies to all pupils in the school, including EYFS

Created	<b>July 2015</b>
Revised	<b>May 2018</b>
Date for revision	<b>May 2019</b>

### **Aims:**

- to continue what we believe is one of the chief strengths of Sherborne House School - a cheerful, positive, supportive learning environment where each child is valued as an individual and whose happiness is of the utmost importance
- to ensure that our consistent commitment to positive behaviour management plays an integral part in this
- to recognise that all members of the school community have rights, but with these come responsibilities
- to ensure that all children share a common educational experience within the bounds of acceptable behaviour
- to endeavour to create an ethos based on open-mindedness and mutual respect, which is conducive to the learning and social development of all children.

### **Introduction**

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016 and the requirements of the EYFS Framework 2017.

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Head Teachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

The purpose of the policy is to state clearly what our expectations are, and how we will deal with inappropriate behaviour at school. The policy needs to be continuously evaluated to ensure we are meeting the high standards that we set ourselves. The policy has regard for Children Act 1989, and the Equality Act 2010, including issues related to pupils with special educational needs or disabilities and how reasonable adjustments are made for these pupils. The Deputy Head Marc Bennet is responsible for all matters concerning behaviour and discipline within KS2, together with the Head of Pre Prep, Helen Lawrence who is the practitioner responsible for the implementation of this policy in the Early Years Foundation Stage and KS1 departments.

**Behaviour Expectations at Sherborne House School:**

In our school we embrace our behavioural expectations, which incorporate the following:

- to treat others as we would like to be treated
- to be honest
- to listen
- to do our best to be our best
- to share
- to be kind and helpful
- to be forgiving

**We make sure that this happens through:**

- a consistent approach to behaviour management
- strong school leadership
- excellent classroom management
- effective systems of rewards and sanctions
- a clear behaviour strategy and the teaching of good behaviour
- ongoing staff development and support
- suitable support systems for pupils eg through Form Tutor, School Council
- liaison with parents and other agencies
- managing pupils' transition effectively both on joining SHS and when leaving for senior entry
- support through key transition stages and effective preparation for the next stage of education
- taking disciplinary action against pupils who make malicious allegations against staff

**Good Behaviour is taught through (for example):**

- Form Time when pupils are provided with an opportunity to discuss their conduct and that of other pupils
- assemblies: school expectations are reiterated and discussed
- the school's behavioural management structure
- effective rewards systems: eg the use of House points and the 'Shooting Star' system in EYFS & KS1
- for pupils in EYFS, which records examples the 'Golden Book' for Good behaviour and consideration towards others
- PSHE and Citizenship: during which lessons moral ethics are understood and explored
- inclusive sporting activities encouraging strong moral ethics
- effective role modelling by all staff
- support systems for pupils, eg Form Tutors, the House System and the work of the SEND Department

We never accept:

- bullying;
- racism;
- sexism;
- violence.

**Attendance:**

We expect children to:

- attend school every day;
- arrive on time with all the appropriate equipment.

We expect parents to ensure that:

- children arrive at school punctually and are prepared for the school day ahead by having the appropriate equipment
- children are collected punctually at the end of school by an appropriate and responsible adult;
- absence or reasons for lateness are reported to the School Office.

Parents can expect that:

- the school will keep a daily attendance record and will inform parents if the pattern of attendance of their child is causing concern;
- children arriving late will be monitored and parents informed if there is a concern;
- absence without authorisation will be checked with parents, and if no good reason is given will be recorded as unauthorised. Parents will be advised accordingly
- persistent absences resulting in an unacceptable level of attendance will be discussed with parents and Mr Bennet, the school's DSL (Designated Safeguard Lead)

**Behaviour in Lessons:**

We expect children to:

- arrive promptly at the start of lessons;
- work sensibly in lessons to the best of their ability;
- not prevent other children from learning, or the teacher from teaching;
- complete homework on time and to the best of their ability.

Parents can expect:

- regular communication where issues of performance, well-being and behaviour in the classroom will be discussed;
- communication from school if their child's behaviour is causing concern and it would be helpful to share these concerns with parents;
- children's work, including homework, to be marked regularly;
- children to be praised for good work and effort;

### **Behaviour in the Playground and Grounds:**

#### We expect:

- all children to be able to play peacefully and safely.
- all children to be able to follow the guidelines in the basic behaviour parameters set out above.
- no child to behave violently, or to bully others in any way.
- we expect the child to move around the school in an orderly fashion. When moving between classrooms, other than at break times, classes should be arranged in pairs in order to make lines as short as possible. The member(s) of staff in charge should ensure that at no time are any children out of their direct sight or supervision. When leaving or re-entering the school grounds during a school activity, staff must ensure that children walk in pairs and are smart in appearance.

#### Parents can expect:

- playgrounds to be supervised by members of staff at break times and lunchtimes and at all other times children are playing outside between 8:30am and 4pm.
- communication from school if their child is finding it difficult to play safely or is disrupting other children's play;
- that if a child causes persistent problems they will be dealt with according to the school's hierarchy of behaviour management.

### **Behaviour at lunchtime:**

#### We expect all children to follow:

- the guidelines in the basic behaviour parameters;
- the routines in the dining room safely, peacefully and quietly.
- examples of good table manners and show courtesy to others on their table and around them.

#### Parents can expect:

- lunchtimes to be supervised by an appropriate number of staff;
- staff to sit at the table with their class to model good table manners and to encourage and monitor the children's eating
- sanctions and reward systems to be operated consistently by staff supervising lunch
- supervising staff to discuss individual children's behaviour with their form tutor and where necessary the Deputy Head
- if their child causes persistent problems they will be dealt with according to the school's hierarchy of behaviour management.

### **Violence and Bullying:**

#### We expect that:

- there will be no physical violence between any members of the school community;
- verbal bullying will be treated as seriously as physical violence;

- persistent teasing will be treated seriously;
- no discriminatory language will be used;
- nobody at school will by their actions purposefully distress other members of the school community;
- children will be able to move about the school and its grounds safely;
- children will maintain proper standards of behaviour on their way to and from school and when representing the school on trips or at matches.

Parents can expect that:

- they will be informed if their child is a victim of violence or bullying;
- they will be informed if their child is being violent or is bullying others;
- there will be a full investigation of any serious incident, and all those involved will be informed of the outcome;
- the school staff will be a listening staff, and a child's allegation of any kind related to violence and/or bullying will be treated as a serious incident until proved otherwise;
- a meeting will be arranged to discuss any parental concerns, so that they too can be listened to seriously and professionally;

**Staff Training and Induction:**

All staff undertake a full induction when employed by Sherborne House School which includes expectations regarding behaviour and the supervision of children:

- **the threat or use of corporal punishment is not permitted in any form whatsoever. Staff must not threaten the use of corporal punishment which may adversely affect a child's well being.**
- physical intervention is allowable under circumstances such as when there is a need to avert immediate danger of personal injury see Physical Restraint Policy.
- all sanctions imposed for serious misbehaviour are recorded in a Behavioural Log for serious misbehaviour. This includes the pupil name, year group, nature and date of the offence and sanction imposed, and parents sign the Incident sheet to say they have been informed. The record is kept centrally on school's database and monitored by the Deputy Head, this being maintained in order to identify any possible behaviour patterns.
- staff are also reminded of the requirement to inform parents on the same day, or as soon as reasonably possible thereafter, of all significant behaviour matters.

**Jewellery, Uniform and Mobile phones/Electronic Items:**

We expect that:

- for health and safety reasons children should not wear jewellery to school. If a child has pierced ears, they should only wear plain studs which must either be covered by tape during sports activities, or removed. Children are welcome to wear watches, but these should be clearly named, as these will not be permitted to be worn during sporting activities, in case of accidental injury
- pupils wear the prescribed school uniform (including sportswear and hair accessories). Please ensure that all items of clothing including socks, shoes and personal items (i.e. pencil case) are clearly marked, so that they can be returned as necessary. Items not claimed by the end of the term are put into the second hand uniform sale or disposed of if unsuitable

- the Form Tutor is responsible for ensuring that pupils are in the correct uniform.
- blazers and caps/hats are worn arriving and leaving school and for public occasions. Pupils must wear either a blazer or jumper when going out to play. A school coat must be worn when the weather is cold
- parents will assist the school in keeping the children looking smartly turned out by not allowing them to remove items of uniform (coats, cardigan, jumpers, ties, hats and caps) until away from the school premises, and by ensuring uniform is clean, current and of a good quality. Parents will be informed if any item of school uniform is unsuitable and will be asked to replace it.
- hair must be neat and tidy and tied back with navy or black hair ties if long (no pieces of hair hanging down/boys' hair needs to be above the collar). Please note that boys will also be expected to tie up their hair if longer than collar length. Fashion styles/cuts (including sculpturing) 'obvious' use of hair products such as hair gel or hair colouring are not allowed.
- shoes will be clean, navy or black and of traditional design and must be flat or of a low heel no higher than 2cm. Traditional navy or black school sandals and white socks may be worn with the school summer dress.
- only grey tights or grey/white school socks will be worn.
- that no child will wear nail varnish or tattoos. Make-up must not be used in school unless for a school production when they can use face paints.
- mobile phones/personal electronic items are not to be used at any time on the school premises.
- all pupils will meet the required expectations for smart uniform. If staff are concerned about the state of repair of a child's uniform, they will write a note to their parents in the child's homework diary.

#### **Aerosols, cigarettes, drugs and dangerous items:**

- pupils must not use any sort of aerosol spray – roll-on deodorants may be used.
- drugs, cigarettes, dangerous, distracting or anti-social items must not be brought on to the premises. Any medicines must be given to the Mrs Szasz. Inhalers and epi-pens may be carried by named pupils.

#### **Confiscation**

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
  - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
  - for example, pornography, tobacco, alcohol
- handing items to the police
  - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies".

### **Consistency**

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SLT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

### **Malicious accusations**

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Head Teacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in in the Safeguarding Policy (p9).

### **Managing Inappropriate Behaviour**

Every incident must be judged on its own merit and assessed according to circumstances and appropriate action taken.

#### **Range of Sanctions – Pre-Reception – Year 6**

When any disciplinary concerns arise, the Deputy Head, who is Head of Pastoral Care, expects to be kept informed at all times.

There are a range of sanctions which are available to Staff of which some are listed below: -

- verbal reprimand made by teacher
- last verbal warning followed by name on the board (or any similar system employed by the teacher to record the individual's misbehaviour)
- Form Tutor informed of child's on-going bad behaviour and discussion of the behaviour and its reasons is conducted.
- parents informed by the Form Tutor of child's on-going bad behaviour as well as the appropriate Head of Key Stage.
- Deputy Head informed of child's on-going bad behaviour and parents invited to a meeting to discuss the behaviour and consequences.
- Parent meeting with the Head Teacher that may lead to exclusion in exceptional circumstances.

It must be understood that this is for guidance only and in some incidences, depending on the severity of the offence, more stringent sanctions may be applied earlier in the process.



This would take place in consultation with those involved which could include the Head Teacher, Parents, the Form Tutor, Head of Key Stage and the Deputy Head.

### **Inappropriate Behaviour following subject teacher/form tutor intervention**

Any behaviour deemed serious enough to warrant further action triggers an Incident Form (see Annex 1c for Key Stage 2 and Annex 1a for EYFS and Key Stage 1) An 'ABCC' Behaviour chart for EYFS and Key Stage 1 (Incident Form Annex 1b) also needs to be completed, detailing what was happening immediately before the incident, as well as any other relevant information. Whoever completes the form scans this and sends it to the Deputy Head who will distribute it to appropriate staff members. The original form must then be placed in the appropriate letter tray in the admin office. The appropriate form for the key stage of the child should be used.

If deemed appropriate, an incident will be recorded on the whiteboard in the staff room in order that other Staff are aware of ongoing issues, particularly with regards to playtime supervision.

The Deputy Head Teacher is responsible for monitoring behaviour management and ensuring that appropriate action is taken. Any meeting between the Deputy Head and parents regarding behaviour will be recorded on 'Meeting with Deputy Head Teacher' form. (Annex 2)

If the pupil requires intervention and support, then the SENCo is asked to write (with relevant subject teacher and or Form Tutor) an Individual Behaviour Management Plan within the bounds of an IEP. The IBMP includes the Deputy Head, Form Tutor, SENCo, Parent and Pupil. An IBMP is written/updated regularly in order to ensure that the pupil is supported and able to move forwards positively.

Within the EYFS, there is a designated SENCo who works alongside the school SENCo to develop and implement relevant behavioural plans/procedures. If an individual behaviour plan is required to support a child, the EYFS staff will initially assess the situation by monitoring the situation and using the incident log as a formal record. Parents are kept informed and abreast of their child's actions and careful monitoring is continued. The child's behaviour will be reviewed regularly by all staff concerned and parent consultations are held should future problems occur. Decisions and strategies will be agreed upon by all parties involved in order to best serve the child's behavioural needs both at home and in the school environment.

Reviews are arranged until the pupil no longer requires support.

**Professional judgement of the situation will be used as to which strategy fits the misbehaviour or area of concern.**

Children in Key Stage 2 (7-11years old)

	<b>Examples of behaviour in hierarchical order</b>	<b>Sanctions</b>
	Failure to complete classwork/homework within the specified time	Managed by class or subject teacher. Child will be asked to stay in during a break and complete what the teacher considers to be the appropriate amount of work for that individual.
	Treating another's property or possessions with dis-respect.	<p>Another person's property: the child will be required to write a letter of apology and may be required to provide a replacement.</p> <p>Classroom property: the child will be asked to stay in and remedy it if possible. If not possible, refer the problem to the Head of Key Stage 2, who will discuss with the Deputy Head and parents if necessary.</p>
	Disrespect shown towards another child, teacher or parent.	<p>Managed by the teacher: verbal apology</p> <p>Time out on the bench: 5 minutes</p> <p>Repeated in a half term: 10 minutes</p> <p>Repeated again: refer to Head of Key Stage 2, who will talk to parents.</p> <p>Staff to record on an Incident Form and send to the Head of Pastoral Care (the Deputy Head)</p>
	Physical contact with children or teachers	<p>After investigation, the child will be excluded from the class playground, (the time-limit dependent upon the nature of the incident,) and s/he will go to a different play area to be supervised by an alternative member of staff. Parents will be informed by the Form Tutor. If the action recurs within a half-term, the Head of Key stage 2 will refer to the Deputy Head who will talk to parents regarding further measures, which may result in the drawing up of an IBMP (individual Behaviour Management Plan) or in very challenging circumstances, may include exclusion. All matters regarding exclusion will be dealt with by the Head Teacher, following consultation with the relevant teaching staff and parents.</p>
	Bullying of other pupils as defined	Parents will be called in to meet with Head of Pastoral Care (Deputy Head) and the child

	<p>by Anti-Bullying Policy - Bullying is defined as deliberately hurtful behaviour, by an individual or a group, which intentionally hurts another individual, either physically or emotionally, usually repeated over a period of time, where it is often difficult for those being bullied to defend themselves.</p>	<p>will be placed on an IBMP (Individual Behaviour Management Plan) with specific targets which will be monitored by the Form Tutor and Head of Pastoral Care (Deputy Head). During this period the child will not be able to represent the school in sports or other events. The child will be warned that further incidents will lead to internal or external exclusion dependent upon the circumstances. All matters regarding exclusion will be dealt with by the Head Teacher, following consultation with the relevant teaching staff and parents.</p>
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- Children in Key Stage 1 (5 – 7) years old

	<b>Examples of behaviour</b>	<b>Sanctions</b>
	<p>Very good behaviour such as effort, kindness and helpfulness</p>	<p>The children move their name from the sun onto the shooting star and are rewarded with a House Point and a sticker.</p>
	<p>Unacceptable behaviour such as not concentrating on their class work, calling out or distracting others.</p>	<p>Managed by class teacher. Children will be given two warnings to remedy their behaviour and on the third time of asking a child to not do something, the child's name will be taken off the sun and placed on the raincloud. If the behaviour does still not improve, then their name will be put on the thundercloud and parents will be informed. If there is a marked improvement in the child's behaviour then they will be able to place their name back on the sun.</p>
	<p>Physically hurting another child</p>	<p>The child will be asked to apologise and their name will be put on the thunder cloud. An incident form will be completed and parents and the Head of Pre-Prep will be informed.</p>

	<p>Repeated unacceptable behaviour or physically hurting another child.</p>	<p>After investigation, parents &amp; Head of Pre-Prep will be informed by the Form Tutor. If the action recurs within a half-term, the Head of Pre-Prep will refer to the Deputy Head who will talk to parents regarding further measures, which may, in very challenging circumstances, include exclusion. All matters regarding exclusion will be dealt with by the Head Teacher, following consultation with the relevant teaching staff and parents.</p>
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### **Fixed Term /Permanent Exclusion**

**Only the Head Teacher has the power to exclude a pupil from school. For full details of exclusions at Sherborne House please see the Exclusions Policy a copy of which is held on the school website.**

## **USE OF REASONABLE FORCE AND PHYSICAL RESTRAINT; ACCEPTABLE PHYSICAL CONTACT**

### **1. The Legal Framework**

Physical Restraint should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff in the school, authorised by the Head Teacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise. (Examples of possible situations are given in Section 6) This policy draws on 'Use of reasonable force; Advice for Head Teachers, staff and governing bodies' published by the DfE in July 2013.

### **2:1 Definition of restraint at Sherborne House School**

Physical restraint is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

### **2:2 General policy aims**

Staff at Sherborne House School recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety/well-being and also to maintain good order and discipline. Our policy on restraint should therefore be read in conjunction with our Behaviour and Child Protection policies.

### **2:3 Specific aims of the restraint policy**

- To protect every person in the school community from harm.
- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

### **3. Why use restraint?**

Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him/herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils' safety and wellbeing. Failure to physically restrain a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time, staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

#### **3.1 Alternative strategies**

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (e.g. is a pupil is about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- the broken record in which an instruction is repeated until the pupil complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the School's policy on behaviour.

#### **3.3 Use of physical restraint**

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment. Staff are authorised to use reasonable force only in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself

between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary. In all circumstances other methods should be used if appropriate or effective physical restraint should be a last resort.

When physical restraint becomes necessary:

**DO**

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

**DON'T**

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil.

### **3.4 Actions after an incident**

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. **A member of the leadership team should be informed of any incident as soon as possible** and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed on the same day by the Head Teacher (see below). A copy of the form in Appendix 5 must be completed by the member of staff involved and any adult witnesses on the same day as the incident and passed to the person reviewing the incident. In incidents where a member of SLT or the Head Teacher is involved the Safeguarding Governor or a member of Governance must be informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural EHC plan, which may include an anger management programme, or other strategies agreed by the SENCO. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided. All incidents should be recorded immediately. All sections of this report should be completed so that in the event of any future complaint a full record is available. The Head Teacher (or, in his/her absence, a member of the leadership team) will contact parents as soon as possible after an incident, normally on the same day, to inform

them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

#### **4 Risk Assessments**

If Sherborne House School becomes aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, Sherborne House School will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate.

#### **5 Complaints**

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

#### **6. When might it be appropriate to use reasonable force?**

Examples of situations that may require restraint are when:

- a pupil attacks a member of staff, or another pupil
- pupils fighting
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- a pupil persistently refuses to obey an order to leave an area
- a pupil behaves in such a way that seriously disrupts a lesson.

#### **Acceptable Physical Contact**

It is inappropriate to rule out all forms of physical contact between adults and pupils in school. In many circumstances, particularly with younger pupils, physical contact is important in providing comfort, reassurance and trust. It is important, therefore, that acceptable parameters for physical contact are understood and followed. Staff should be careful that their actions do not lead to misinterpretation, making themselves vulnerable to accusations of inappropriate contact. In this context, this section should be read in conjunction with Section 10 (Safe Working Practice) of this policy and also the Bellevue Employment Manual.

General Principles:

- Physical contact should always be a response to the needs of the child, not the adult and should last only as long as is necessary
- It should take place only with the child's clear consent
- Adults should be aware of any religious or cultural practices or beliefs which may influence whether physical contact is acceptable
- Aspects of the curriculum, such as coaching in sport, music, drama and dance, may be more effectively taught through strategies which involve physical contact. However, these should be undertaken in a public arena, such as a class situation, and not in one-to-one tuition.

#### Specific Considerations

- The administration of first aid or medication may necessitate contact proximate to intimate areas of the body. In such circumstances, administration should be undertaken in a manner which respects the dignity of the patient by someone who is suitably qualified. Except with the youngest children, and thereafter, in accordance with age-appropriate expectations, administration should preferably be undertaken by someone of the same gender and a second adult should be present.

A "Physical Intervention Form" (Annex 3) must be completed and given to the Head Teacher/Deputy Head/Tutor. A copy of the form is put in the pupil's record file.

### **The House System, Rewards and Achievements**

There are three Houses to which pupils are allocated from Year 1 onwards. These Houses are named after trees within the school grounds: Beeches, Oaks and Pines. Siblings will be placed in the same House and it is hoped that the House system helps to engender a spirit of friendly competition and act as a motivating factor in each child giving their best across a range of academic, sporting and creative activities in school. House competitions in sports as well as the annual Sports Day are examples of such activities. The Housepoint system also recognises not just individual achievement but also the collective achievement of pupils within each House.

Merit, Effort and Courtesy badges are awarded in House Assembly as are the school's special award badges, which mark certain levels of Housepoints being attained. Award badges and certificates are awarded as follows:

Bronze award and Certificate: 25 House points

Silver award and Certificate: 50 House points

Gold award and Certificate: 75 House points

Points accrued at the end of the term after closure of term totals are retained by the child, and added to the next term's totals, which are closed upon completion of the academic year. Housepoint totals start again from zero when the new school year commences.

Head Teacher's Award: This is awarded weekly to one pupil, per class per year group, chosen by the Form Tutor in recognition of special effort, endeavour or other particular achievement. The selected pupil will go to see the Head Teacher to discuss the work, or other reason for the award, and receive a certificate from the Head Teacher in recognition of the special effort made.



**Monitoring and Evaluation:**

The policy will be monitored regularly through staff meetings, briefings, and Senior Leadership Team Meetings (SLT) to determine whether there are any areas of concern which might necessitate changes in the way we approach a particular aspect of behaviour management. Similarly, if the number of behaviour incidents causes concern, changes will have to be considered both to the policy and to the strategies detailed in the hierarchy of behaviour management.

This Policy links with a number of other Sherborne House School policies and procedures including:

- Anti-Bullying Policy
- Safeguarding Policy
- Supervision Policy
- E-Safety Policy
- Exclusion Policy
- Use of Reasonable Force and Physical Restraint; Acceptable Physical Contact Policy
- ICT Acceptable Use Policy
- EYFS Induction Policy
- EYFS Code of Practice
- EYFS Physical and Positive Handling Policy

**Annex 1a: Incident Form for EYFS and KS1**



SHERBORNE HOUSE SCHOOL

**Incident Form for EYFS and KS1**

Child's name:			Child's DOB:
Day, Date and time of incident:	Day:	Date:	Time:
Location of incident:			
Description of incident:			
Action taken:			
Any further action taken, Yes/No* If yes give further detail below:			
Does the parent need to be informed before the child's usual collection time? Yes/No*			
Please indicate if the parent has been informed by telephone / e-mail / voice mail to contact appropriate staff.			
Date ..... Time .....			

Staff signature ..... Print Name .....
Witness to incident
Date ..... Time .....
Staff signature ..... Print Name .....
Member of Staff .....(signed) Date .....
Member of Staff ..... (print name)
Parent / Guardian ..... (Signed) Date .....
Parent / Guardian .....(print name)

\*delete as appropriate

Copy to Deputy Head

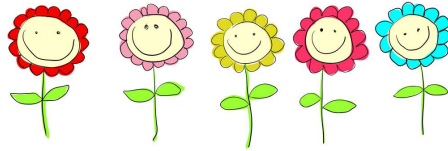
**Annex 1b EYFS and Key Stage 1 ABCC Form**

**ABCC Behaviour Chart**

Day/Date	Time of Day	A. Antecedents	B. Behaviour	C. Consequences	C. Communication
		What was happening before the behaviour occurred?	What did ..... do?	What you/others did after the behaviour occurred.	What is the behaviour communicating?

## Analysing Behaviour

### Completing ABCC charts



ABCC charts help us to analyse and begin to understand what a child is trying to communicate through their behaviour.

- Plan time to carry out focussed observations on an ABCC chart. It is helpful to do short focussed observations at hot spot/vulnerable times during the session. The antecedent (what happened before the incident) is key and may give you a fuller picture as to what the child is trying to communicate
- Complete the columns on the chart. Date and time are important as they may highlight a pattern to the behaviour, e.g. focus behaviour often occurring just before snack/ lunch may indicate the child is hungry.

A = antecedent, what was happening just before the behaviour (often not seen)

B = behaviour, Words like aggressive or naughty are open to interpretation, instead, describe what the child is actually doing such as biting or throwing.

C = Consequence, what was the result for the child from their behaviour, e.g. did they have to sit with the practitioner.

C = Communication, what you think the child is trying to say through their behaviour, e.g. 'I want to play with that toy and if I take it I get to keep it', 'I like to sit with the practitioner and this happens every time I play with another child at story time'. 'I like practitioner's attention and they always talk to me if I knock down another child's toy'.

- After completing ABCC charts decide as a whole staff team what you think the behaviour is communicating. This will help you write a behaviour plan for consistent intervention and highlights the new skills the child needs to learn to replace the inappropriate behaviour.



### Annex 1c: Key Stage 2 Incident Form

<b>Name(s) of Staff</b>	
<b>Date</b>	
<b>Names of Pupil(s) Involved</b>	
<b>Classes</b>	

<b>Details of Incident or repeated behaviour</b>
<b>Accounts by witnesses (if appropriate) – State name and class.</b>

Signed..... Date.....  
(Investigating adult)

Deputy Head, Form Tutor



**Annex 2: Meeting with Deputy Head Teacher**

<b>Date</b>	
<b>Name of Pupil</b>	
<b>Class</b>	

**Present at Meeting (must include the parent(s), tutor, Deputy Head, pupil)**

**Reason for Meeting**

**Actions to be detailed on an Individual Behaviour Plan.**

<b>Date of Next Meeting if Required</b>	
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Signature.....(Parent)

Signature.....(School)

Copy to Head

### Appendix 3



SHERBORNE HOUSE SCHOOL

## Sherborne House School Parent/Teacher Meeting Form



SHERBORNE HOUSE SCHOOL

Date of Meeting:						
Meeting called by:						
Adults Present at Meeting:						
Pupil(s) Involved:				Class:		
Strengths:						
Concerns:	Academic		Pastoral		Friendship	



PTO to continue discussions	
Action(s):	
Follow up	
<ul style="list-style-type: none"><li>• By Whom:</li><li>• By When:</li><li>• Report back to parents due:</li></ul>	
Parent(s) Signature:	Date:
Teacher Signature:	Date:



## Annex 4 Record of Restraint

Date of incident:

Time of incident:

Pupil Name:

D.o.B:

Member(s) of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

Outline of event leading to restraint:

Outline of incident of restraint (including restraint method used):

Outcome of incident:

Description of any injury sustained and any subsequent treatment:

Date /time parent/carer informed of incident:

By whom informed:

Outline of parent/carer response:

Signatures of staff completing report:

.....  
.....

Brief description of any subsequent inquiry/complaint or action:

Copy to Deputy Head

# Pupils' Behaviour Code

## RESPECT FOR ALL

We will be honest and behave in a way that is respectful to everybody at school.

If not, we will be warned by the adult present. If we ignore this warning, we will lose some of our free time or will have to sit on a bench during playtime.

## RESPECT FOR WORK

We will complete homework and class work in the time set by our class teachers.

If not, we will lose some of our free time in order to complete the unfinished work.

## RESPECT FOR PROPERTY

We will look after school resources, property and our own belongings in a respectful manner.

If not, we will have to make an apology and we may have to replace the lost or damaged item.

## RESPECTFUL BEHAVIOUR

We will behave kindly towards others and will not make any unnecessary contact with another person.

If not, we will lose our free time and our parents may be told. If we continue to do this our parents will meet with our Form Tutor or Deputy Head and further action may be taken.

